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SOCIAL STUDIES KINDERGARTEN TO GRADE 12

PROGRAM RATIONALE AND PHILOSOPHY

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

PROGRAM VISION

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21st century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the [redacted] functioning of society. It promotes a [redacted] belonging and acceptance in students as [redacted]age in active and responsible citizenship [redacted]cal, community, provincial, national and [redacted]vel.

[redacted]o the vision of the Alberta social studies [redacted] is the recognition of the diversity of [redacted]ces and perspectives and the pluralistic [redacted]f Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

DEFINITION OF SOCIAL STUDIES

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

THE ROLE OF SOCIAL STUDIES

Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

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Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

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VALUES A historical and contemporary :ophones in Canada

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

KNOWLEDGE AND UNDERSTANDING

Social studies provides learning opportunities for students to:

- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand the diversity of Aboriginal traditions, values and attitudes
- understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings
- understand the multiethnic and intercultural makeup of Francophones in Canada
- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

SKILLS AND PROCESSES

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.

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PROGRAM FOUNDATIONS

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

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The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

SOCIAL STUDIES AND ABORIGINAL PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal perspectives
- of Aboriginal experiences
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging a balanced and holistic individual and strengthening individual capacity
- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

SOCIAL STUDIES AND FRANCOPHONE PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Francophone perspectives
- of Francophone experiences
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

PLURALISM: DIVERSITY AND COHESION

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function

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as citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, to recognize differences as positive attributes and to recognize the evolving nature of individual identities. Race, socio-economic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision making such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democratic society. Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism.

Accommodation of diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires the development of the relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities
- shared values
- democracy
- rule of law
- diversity.

SOCIAL STUDIES: LEARNERS AND LEARNING

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The Alberta program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgments, and arrive at decisions for the public good.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local community
- writing letters and articles
- sharing ideas and understandings
- listening to and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.

ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. An issues-focused approach presents opportunities to

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address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.

Current Affairs

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance
- cultural celebrations
- visits from dignitaries
- special events.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and teach thinking skills.

STRANDS OF SOCIAL STUDIES

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

Time, Continuity and Change

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

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The Land: Places and People

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

Power, Authority and Decision Making

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

Economics and Resources

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

Global Connections

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

Culture and Community

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

GENERAL AND SPECIFIC OUTCOMES

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

General Outcomes

General outcomes identify what students are expected to know and be able to do upon completion of a grade/course. General outcomes have been identified within each grade/course.

Specific Outcomes

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome within each grade/course. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade/course. Where

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appropriate, examples have been identified as an optional (e.g.) or required (i.e.) component of the specific outcome. At the 10–12 levels, all bracketed items are required components of the specific outcome.

OUTCOMES RELATED TO VALUES AND ATTITUDES

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

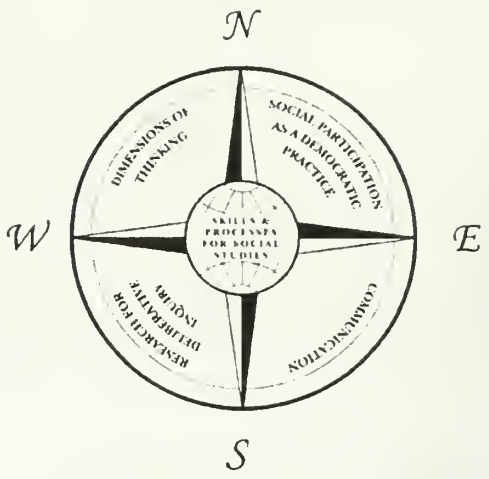
OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

OUTCOMES RELATED TO SKILLS AND PROCESSES

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication



Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:

Critical Thinking
Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgment. Critical thinking promotes the development of democratic citizenship. Students will develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

Creative Thinking
Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

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Historical Thinking
Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future. It helps students become well-informed citizens who approach issues with an inquiring mind and exercise sound judgment when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions.

Geographic Thinking
Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective. Geographic thinking skills involve the exploration of spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land and water resources.

Decision Making and Problem Solving
Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgments until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause-and-effect relationship between choices; and basing decisions on knowledge, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

Metacognition
Metacognition is "thinking about thinking." It involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

Social Participation as a Democratic Practice

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, the importance of responsibility and the acceptance of differences. Development of these skills will enhance active participation in their communities. Activities in this regard could include social action and community projects, e.g., church groups, Amnesty International, Médecins sans frontières (Doctors Without Borders).

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Research for Deliberative Inquiry

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills, the selection of appropriate resources and the use of suitable technology.

The Infusion of Technology
Technology encompasses the processes, tools and techniques that alter human activity. Information communication technology provides a vehicle for communicating, representing, inquiring, making decisions and solving problems. It involves the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing
- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Learning's Information and Communication Technology (ICT) Program of Studies are infused throughout the social studies program of studies and are indicated by this symbol ➢. Further information regarding the Information and Communication Technology Program of Studies is contained within that program of studies.

Communication

Communication skills enable students to comprehend, interpret and express information and ideas clearly and purposefully. These skills include the language arts of listening, speaking, reading, writing, viewing and representing, as well as the use of communication technologies for acquiring and exchanging information and ideas.

Oral, Written and Visual Literacy
Through the language arts, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Speaking, writing and representing are used in the social studies program to relate a community's stories and to convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading, listening and viewing in social studies enables students to extend their thinking and their knowledge and to increase their understanding of themselves and others. These skills provide students with a means of accessing the ideas, perspectives and experiences of others.

The language arts enable students to explore, organize and clarify thoughts and to communicate these thoughts to others.

Media Literacy Skills
Contemporary texts often involve more than one medium to communicate messages and as such, are often complex, having multi-layered meanings. Information texts include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and timelines. Media literacy skills involve accessing, interpreting and evaluating mass media texts such as newspapers, television, the Internet and advertising. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated, detecting bias, and examining the responsibility of citizens to respond to media texts.

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SCOPE AND SEQUENCE

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Kindergarten	**Being Together** K.1 I Am Unique K.2 I Belong	Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.
One	**Citizenship: Belonging and Connecting** 1.1 My World: Home, School, Community 1.2 Moving Forward with the Past: My Family, My History and My Community	Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.
Two	**Communities in Canada** 2.1 Canada's Dynamic Communities 2.2 A Community in the Past	Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.
Three	**Connecting with the World** 3.1 Communities in the World 3.2 Global Citizenship	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.
Four	**Alberta: The Land, Histories and Stories** 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges	Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.
Five	**Canada: The Land, Histories and Stories** 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identify	Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.
Six	**Democracy: Action and Participation** 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy	Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy.

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Grade	Grade Title and General Outcomes	Linkages and Sequencing
Seven	**Canada: Origins, Histories and Movement of People** 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions	Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.
Eight	**Historical Worldviews Examined** 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs	Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.
Nine	**Canada: Opportunities and Challenges** 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States	Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.

Grade	Course Titles	Linkages and Sequencing
Ten	**10-1 Perspectives on Globalization** **10-2 Living in a Globalizing World**	Grade 10 explores the origins of globalization, the implications of economic globalization and the impact of globalization internationally on lands, cultures, human rights and quality of life.
Eleven	**20-1 Perspectives on Nationalism** **20-2 Understandings of Nationalism**	These are the proposed titles for the Grade 11 and Grade 12 programs of study, currently under development.
Twelve	**30-1 Perspectives on Ideology** **30-2 Understandings of Ideologies**	

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SOCIAL STUDIES 30-1: Perspectives on Ideology

Overview

Students will explore the origins and complexities of ideologies. They will develop understanding of the principles of classic liberalism and modern liberalism that continue to shape political, economic and social structures. An examination of various political and economic systems will allow students to assess the extent to which the systems reflect principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Rationale

Individualism and the principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible citizens. This understanding will enable students to effectively investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

Key Issue	**Key Outcome**
To what extent should we embrace an ideology?	**Students will understand, assess and respond to the complexities of ideologies.**
Related Issues	**General Outcomes**
To what extent should identity be shaped by ideology?	**1.** Students will explore the relationship between identity and ideology.
To what extent is resistance to liberalism justified?	**2.** Students will assess the impacts of, and reactions to, principles of liberalism.
To what extent are the principles of liberalism viable?	**3.** Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
To what extent should my actions as a citizen be shaped by an ideology?	**4.** Students will assess their rights, roles and responsibilities as citizens.

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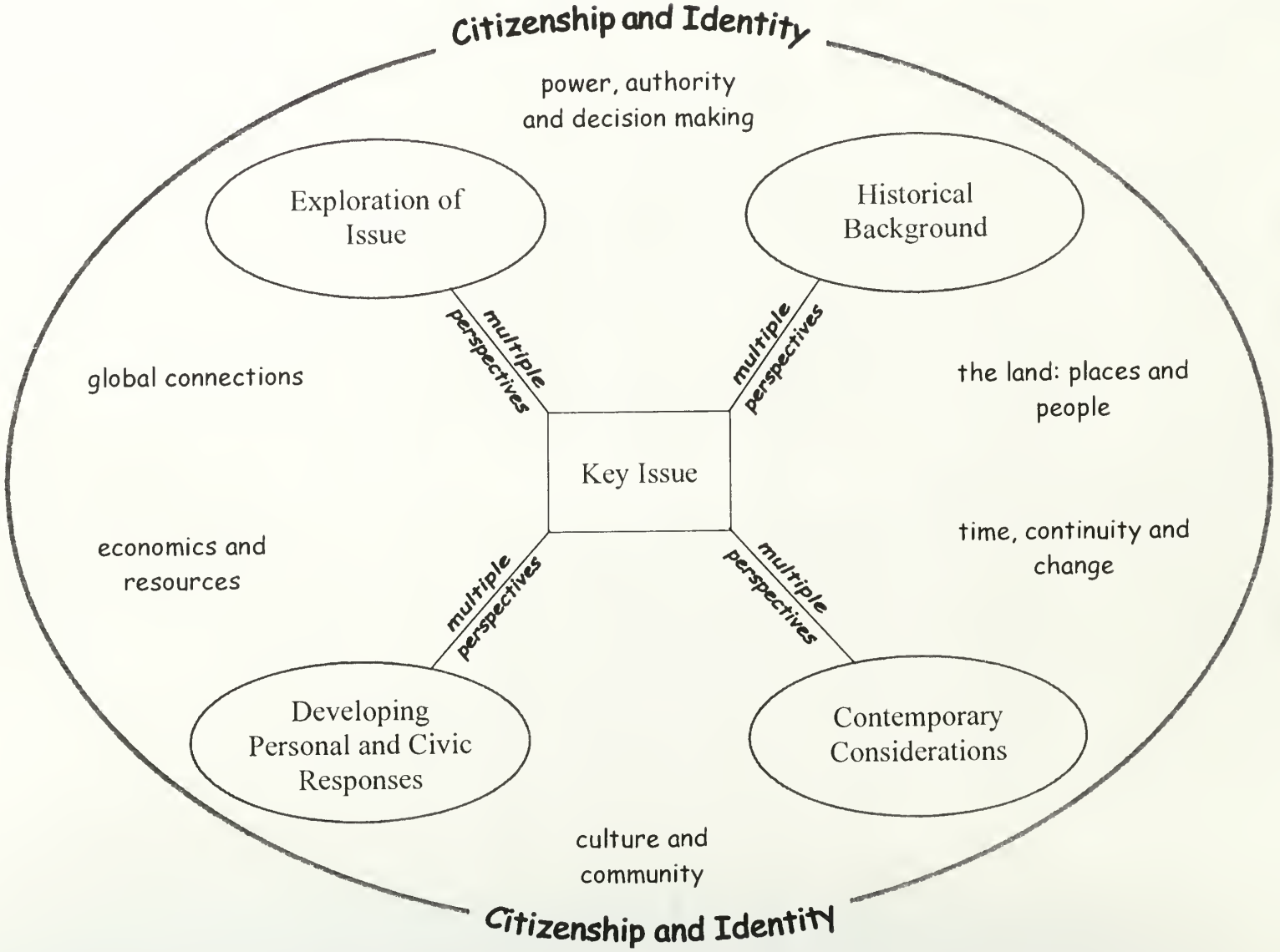

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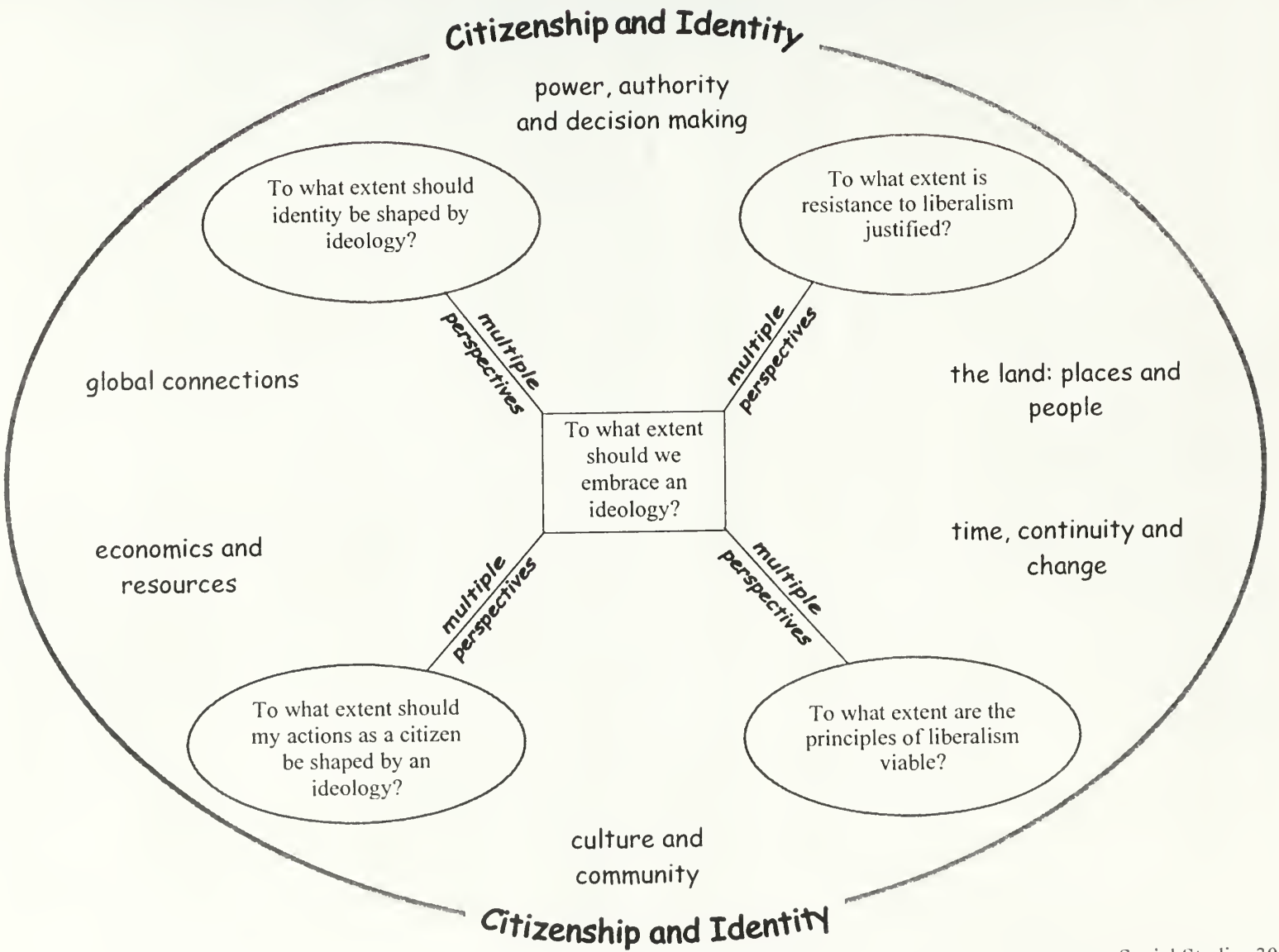
SOCIAL STUDIES 30-1 COURSE ORGANIZER



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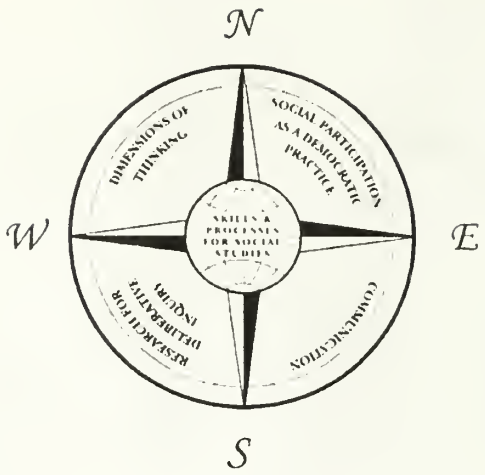

Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-1.

Dimensions of Thinking	
critical thinking and creative thinking	evaluate ideas and information from multiple sources
historical thinking	analyze multiple historical and contemporary perspectives within and across cultures
geographic thinking	analyze the impact of physical and human geography on history
decision making and problem solving	demonstrate leadership in groups to achieve consensus, solve problems, formulate positions, and take action, if appropriate, on important issues
Social Participation as a Democratic Practice	
cooperation, conflict resolution and consensus building	demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that enhance personal and community well-being
Research for Deliberative Inquiry	
research and information	develop, express and defend an informed position on an issue
Communication	
oral, visual and textual literacy	communicate effectively to express a point of view in a variety of situations
media literacy	assess the authority, reliability and validity of electronically accessed information

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SKILLS AND PROCESSES FOR SOCIAL STUDIES 30-1

The following skills and processes are outcomes to be achieved by the end of Social Studies 30-1. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol ➢.

DIMENSIONS OF THINKING

Students will:

S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- predict likely outcomes based on factual information
- evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- synthesize information from contemporary and historical issues in order to develop an informed position
- evaluate the logic of assumptions underlying a position
- assemble seemingly unrelated information to support an idea or to explain an event
- analyze current affairs from a variety of perspectives

S.2 develop skills of historical thinking:

- analyze multiple historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- compare similarities and differences among historical narratives
- evaluate the impact of significant historical periods and patterns of change on the contemporary world
- discern historical facts from historical interpretations through an examination of multiple sources
- identify reasons underlying similarities and differences among historical narratives
- develop a reasoned position that is informed by historical and contemporary evidence
- ➢ demonstrate an understanding of how changes in technology can benefit or harm society—in the context of the present, the future and in various historical time periods
- ➢ use current, reliable information sources from around the world

S.3 develop skills of geographic thinking:

- analyze the impact of physical and human geography on history
- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information, using historical maps
- develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- assess the impact of human activities on the land and the environment
- assess how human interaction impacts geopolitical realities
- ➢ use current, reliable information sources from around the world, including online atlases

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S.4 **demonstrate skills of decision making and problem solving:**

- demonstrate leadership in groups to achieve consensus, solve problems, formulate positions, and take action, if appropriate, on important issues
- develop inquiry strategies to make decisions and solve problems
- generate and apply new ideas and strategies to contribute to decision making and problem solving
- ➢ describe a plan of action to use technology to solve a problem
- ➢ use appropriate tools and materials in order to accomplish a plan of action

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

S.5 **demonstrate skills of cooperation, conflict resolution and consensus building:**

- demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
- participate in persuading, compromising and negotiating to resolve conflicts and differences
- interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
- demonstrate leadership during discussions and group work
- respect the needs and perspectives of others
- collaborate in groups to solve problems

S.6 **develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:**

- demonstrate leadership by engaging in actions that enhance personal and community well-being
- acknowledge the importance of multiple perspectives in a variety of situations

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

S.7 **apply the research process:**

- develop, express and defend an informed position on an issue
- reflect on changes of perspective or opinion based on information gathered and research conducted
- draw pertinent conclusions based upon evidence derived from research
- demonstrate proficiency in the use of research tools and strategies to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or issue of inquiry
- develop, refine and apply questions to address an issue
- select and analyze relevant information when conducting research
- ➢ plan and perform complex searches using digital sources
- ➢ use calendars, time management or project management software to assist in organizing the research process
- ➢ generate new understandings of issues by using some form of technology to facilitate the process
- ➢ record relevant data for acknowledging sources of information, and cite sources correctly
- ➢ respect ownership and integrity of information

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COMMUNICATION

Students will:

S.8 demonstrate skills of oral, visual and textual literacy:

- communicate effectively to express a point of view in a variety of situations
- use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen respectfully to others
- use a variety of oral, visual and print sources to present informed positions on issues
- ➢ apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues
- ➢ use appropriate presentation software to demonstrate personal understandings
- ➢ compose, revise and edit text
- ➢ apply general principles of graphic layout and design to a document in process
- ➢ understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)
- ➢ apply principles of graphic design to enhance meaning and engage audiences

S.9 develop skills of media literacy:

- ➢ assess the authority, reliability and validity of electronically accessed information
- ➢ evaluate the validity of various points of view presented in the media
- ➢ appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- ➢ analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification
- ➢ demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

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Social Studies 30-1

Key Issue: ***To what extent should we embrace an ideology?***

Related Issue: ***To what extent should identity be shaped by ideology?***

General Outcome 1

Students will explore the relationship between identity and ideology.

Specific Outcomes

▸ **Values and Attitudes**

Students will:

1.1 appreciate various perspectives regarding identity and ideology (PADM, ER, TCC)

1.2 appreciate various perspectives regarding the relationship between individualism and common good (PADM, C)

▸ **Knowledge and Understanding**

Students will:

1.3 explore factors that shape individual and collective identity (culture, language, environment, gender, ideology, religion, spirituality) (I, C, CC)

1.4 explore the foundations of ideologies (interpretations of history, beliefs about human nature, beliefs about the structure of society) (PADM, I, C)

1.5 examine expressions of individual and collective ideology (I, C, PADM)

1.6 analyze individualism as a foundation of ideology (principles of liberalism: individual rights and freedoms, self-interest, equality of opportunity, rule of law, private property) (PADM, ER, C)

1.7 analyze common good as a foundation of ideology (principles of collectivism: collective responsibility, economic equality, adherence to collective norms, public property) (PADM, ER, C)

1.8 examine the dynamic relationship between individualism and common good (PADM, CC)

1.9 evaluate the extent to which identity is shaped by ideology (I, PADM)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Social Studies 30-1

Key Issue: ***To what extent should we embrace an ideology?***

Related Issue: ***To what extent is resistance to liberalism justified?***

General Outcome 2

Students will assess the impacts of, and reactions to, principles of liberalism.

Specific Outcomes

▸ **Values and Attitudes**

Students will:

2.1 appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC)

2.2 appreciate how ideologies contribute to conflict and cooperation (GC, PADM, TCC)

▸ **Knowledge and Understanding**

Students will:

2.3 examine origins of collective thought (Aboriginal thought, Eastern thought) (PADM, ER, TCC)

2.4 examine the relationship between the principles of liberalism and the origins of classic liberal thought (John Locke, Montesquieu, Adam Smith, John Stuart Mill) (PADM, ER, TCC)

2.5 analyze the impacts of classic liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, liberal constitutions) (PADM, ER, TCC)

2.6 analyze ideologies that developed in response to classic liberalism (Marxism, socialism, welfare capitalism) (PADM, ER, TCC)

2.7 analyze modern liberalism as a response to classic liberalism (labour standards and unions, universal suffrage, welfare state, protection of human rights, feminism) (PADM, ER, TCC)

2.8 evaluate ideological systems that rejected principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC)

2.9 analyze how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, disarmament, brinkmanship, liberation movements, détente, nonalignment) (TCC, PADM, ER)

2.10 analyze perspectives on the imposition of the principles of liberalism on non-liberal societies (TCC, PADM, ER)

2.11 analyze ideological challenges to modern liberalism (neo-fascism, anarchism, fundamentalism, neo-conservatism, environmentalism, illiberalism) (PADM, ER, GC)

2.12 evaluate the extent to which resistance to the principles of liberalism is justified (PADM, ER, GC)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Social Studies 30-1

Key Issue: ***To what extent should we embrace an ideology?***

Related Issue: ***To what extent are the principles of liberalism viable?***

General Outcome 3

Students will assess the extent to which the principles of liberalism are viable in a contemporary world.

Specific Outcomes

▸ Values and Attitudes

Students will:

3.1 appreciate various perspectives regarding the viability of principles of liberalism (PADM, ER)

3.2 appreciate various perspectives regarding the promotion of individualism and liberalism within political and economic systems (PADM, ER, C)

▸ Knowledge and Understanding

Students will:

3.3 explore the extent to which governments should reflect the will of the people (absolutism, majority tyranny, minority tyranny, representative democracy, direct democracy) (PADM, C)

3.4 explore the extent to which governments should encourage economic equality (self-reliance, incentives, subsidies, social programs, taxation) (ER, PADM, C)

3.5 analyze the extent to which the practices of political and economic systems reflect principles of collectivism (consensus decision making, totalitarianism, authoritarianism, congressional democracy, parliamentary democracy, traditional economy, free market economy, command economy, mixed economy) (PADM, ER, C)

3.6 analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, totalitarianism, authoritarianism, congressional democracy, parliamentary democracy, traditional economy, free market economy, command economy, mixed economy) (PADM, ER, C)

3.7 evaluate the extent to which the practices of governments promote individual and collective rights (American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; War Measures Act/Emergencies Act; USA PATRIOT Act) (PADM, C, CC)

3.8 analyze why the practices of governments may not reflect principles of liberalism (PADM, ER, C)

3.9 evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environmental degradation, poverty, racism, AIDS crisis, invasion of privacy, security, terrorism, censorship) (C, PADM, ER, GC)

	C Citizenship			I Identity	
ER	Economics and Resources	LPP	The Land, Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Social Studies 30-1

Key Issue: ***To what extent should we embrace an ideology?***

Related Issue: ***To what extent should my actions as a citizen be shaped by an ideology?***

General Outcome 4

Students will assess their rights, roles and responsibilities as citizens.

Specific Outcomes

▸ Values and Attitudes

Students will:

4.1 appreciate various understandings of individual and collective citizenship (C, I, GC)

4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)

4.3 appreciate responsibilities associated with individual and collective citizenship (C, GC)

▸ Knowledge and Understanding

Students will:

4.4 explore how understandings of individual and collective citizenship are shaped by various factors (culture, language, media, religion, spirituality) (C, I, GC)

4.5 examine how ideologies shape individual and collective citizenship (C, PADM)

4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation, disengagement) (C, PADM, ER)

4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (genocide, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples) (C, PADM, GC)

4.8 analyze how ideology shapes responses to contemporary issues (GC, PADM, ER)

4.9 explore perspectives on individual and collective leadership as an element of active and responsible citizenship (C, GC)

4.10 develop strategies to address local, national and global issues through individual and collective leadership (C, GC)

	C Citizenship			I Identity	
ER	Economics and Resources	LPP	The Land Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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SOCIAL STUDIES 30-2: Understandings of Ideologies

Overview

Students will examine the origins, values and components of competing ideologies. They will explore the relationships among individualism, liberalism, common good and collectivism in order to examine the theories and practices of political and economic systems. An examination of various political and economic systems will allow students to assess the extent to which the systems reflect principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Rationale

Democratic and capitalist societies are founded upon the key values of individualism and liberalism. Active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. An awareness of the evolution of ideologies is key to understanding the political and economic systems of Canada and to comprehending and responding to local, national and global issues.

Key Issue	**Key Outcome**
Should we embrace an ideology?	**Students will understand, assess and respond to the complexities of ideologies.**
Related Issues	**General Outcomes**
Should identity be shaped by ideology?	**1.** Students will assess the relationship between identity and ideology.
Is resistance to liberalism justified?	**2.** Students will understand the impacts of, and reactions to, liberalism.
Are the principles of liberalism viable?	**3.** Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
Should my actions as a citizen be shaped by an ideology?	**4.** Students will understand their rights, roles and responsibilities as citizens.

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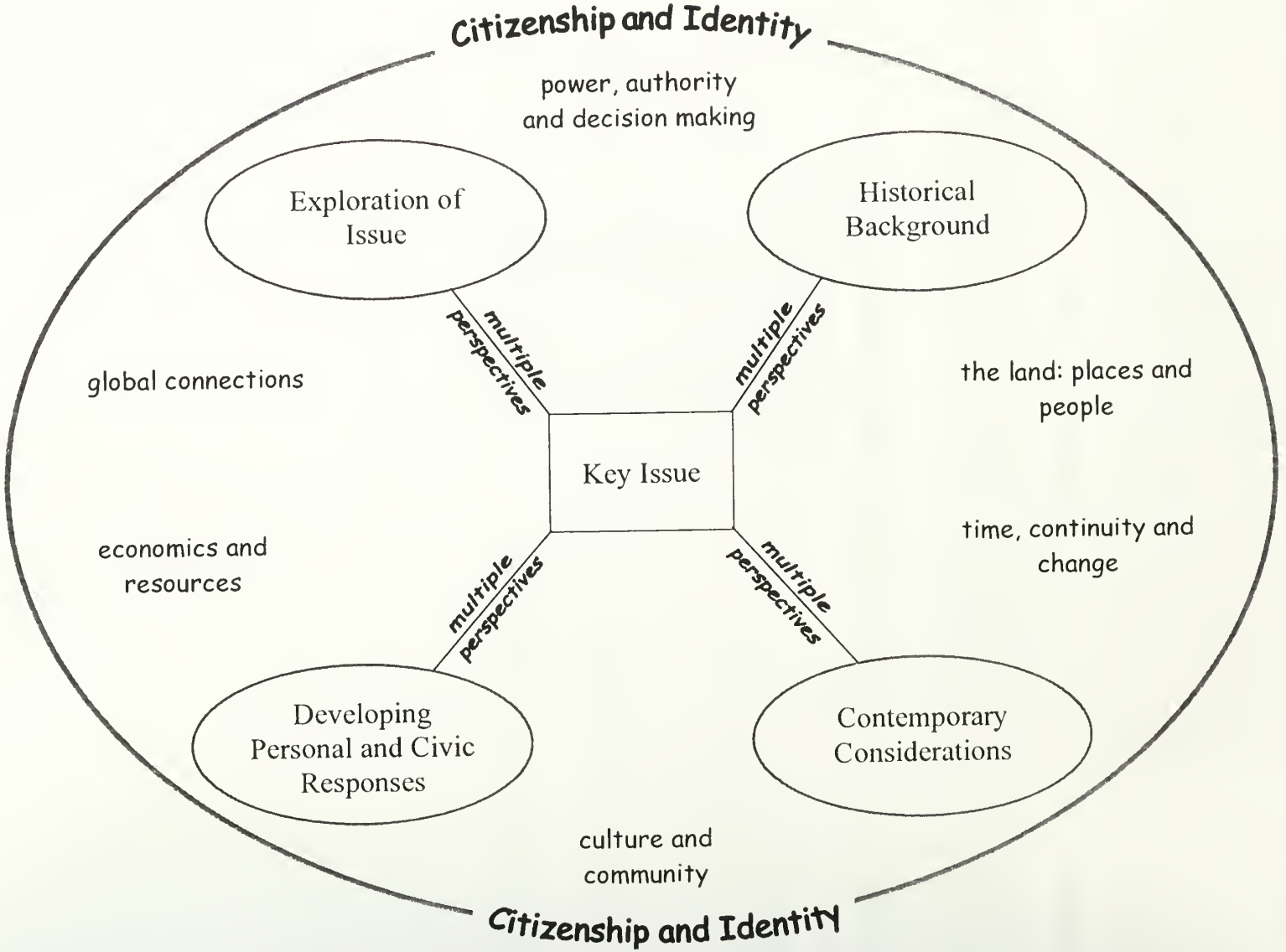
SENIOR HIGH SCHOOL SOCIAL STUDIES COURSE ORGANIZER



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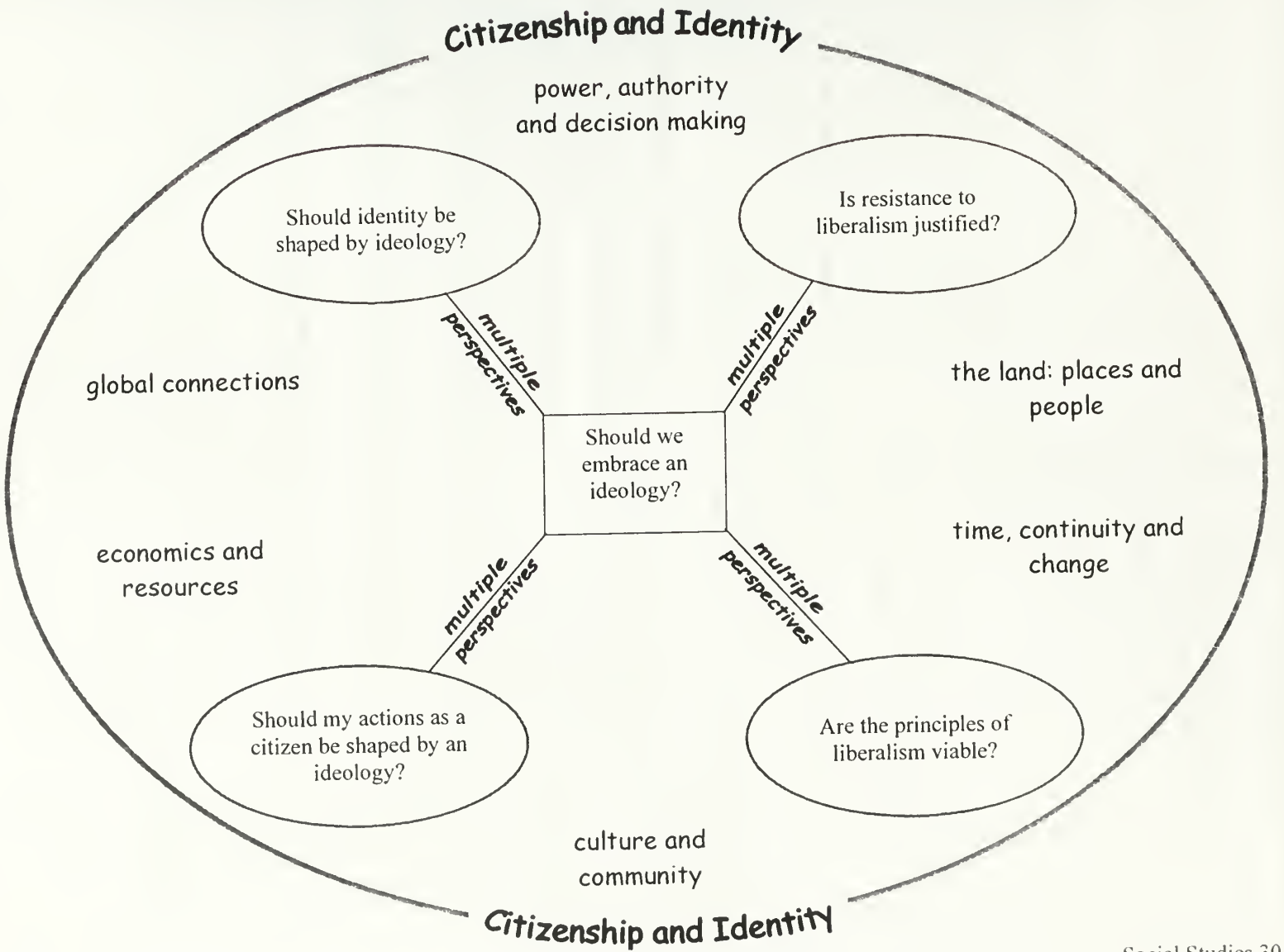

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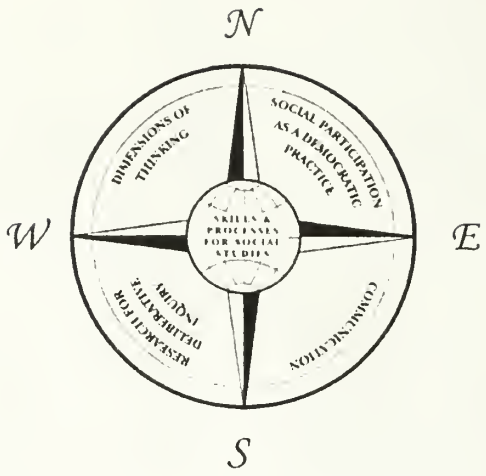

Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-2.

Dimensions of Thinking	
critical thinking and creative thinking	analyze ideas and information from multiple sources
historical thinking	understand diverse historical and contemporary perspectives within and across cultures
geographic thinking	analyze the ways in which physical and human geographic features influence world events
decision making and problem solving	demonstrate skills needed to reach consensus, solve problems and formulate positions
Social Participation as a Democratic Practice	
cooperation, conflict resolution and consensus building	demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community
Research for Deliberative Inquiry	
research and information	develop and express an informed position on an issue
Communication	
oral, visual and textual literacy	communicate effectively in a variety of situations
media literacy	assess the authority, reliability and validity of electronically accessed information

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The following skills and processes are outcomes to be achieved by the end of Social Studies 30-2. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol ➢.

DIMENSIONS OF THINKING

Students will:

S.1 develop skills of critical thinking and creative thinking:

- analyze ideas and information from multiple sources
- determine relationships among multiple sources of information
- determine the validity of information based on context, bias, sources, objectivity, evidence or reliability
- suggest likely outcomes based on factual information
- evaluate personal assumptions and opinions
- determine the strengths and weaknesses of arguments
- identify seemingly unrelated ideas to explain a concept or event
- analyze current affairs from a variety of perspectives
- identify main ideas underlying a position or issue

S.2 develop skills of historical thinking:

- understand diverse historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- compare and contrast historical narratives
- identify and describe the impact of significant historical periods and patterns of change on society today
- understand the difference between historical facts and historical interpretations
- compare alternative historical narratives
- develop reasoned arguments supported by historical and contemporary evidence
- ➢ describe how changes in technology can benefit or harm society
- ➢ use current, reliable information sources from around the world

S.3 develop skills of geographic thinking:

- analyze the ways in which physical and human geographic features influence world events
- draw conclusions from maps and other geographic sources
- locate, gather, interpret and organize information, using historical maps
- assess the impact of human activities on the land and the environment
- ➢ use current, reliable information sources from around the world, including online atlases

S.4 demonstrate skills of decision making and problem solving:

- demonstrate skills needed to reach consensus, solve problems and formulate positions
- use inquiry processes to make decisions and solve problems
- apply ideas and strategies to contribute to decision making and problem solving
- ➢ describe a plan of action to use technology to solve a problem
- ➢ use appropriate tools and materials to accomplish a plan of action

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SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding
- consider the needs and perspectives of others
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- demonstrate cooperativeness in groups to solve problems

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community
- promote and respect the contributions of team members when working as a team
- cooperate with others for the well-being of the community

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

S.7 apply the research process:

- develop and express an informed position on an issue
- develop conclusions based upon evidence gathered through research of a wide variety of sources
- use research tools and methods to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- revise questions on an issue as new information becomes available
- select relevant information when conducting research
- cite sources correctly to respect the ownership and integrity of information
- ➢ use calendars, time management or project management software to assist in organizing the research process
- ➢ plan and perform searches using digital sources
- ➢ generate understandings of issues by using some form of technology to facilitate the process

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COMMUNICATION

Students will:

S.8 demonstrate skills of oral, visual and textual literacy:

- communicate effectively in a variety of situations
- engage in respectful discussion
- use a variety of oral, visual and print sources to present informed positions on issues
- ask respectful and relevant questions of others in order to clarify viewpoints on an issue
- make respectful and reasoned comments on the topic of discussion
- ➢ use technology to compose, revise and edit text
- ➢ employ technologies to adapt information for context (situation, audience and purpose)

S.9 develop skills of media literacy:

- ➢ assess the authority, reliability and validity of electronically accessed information
- ➢ analyze the validity of various points of view in media messages
- ➢ analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- ➢ analyze the impact of various forms of media
- ➢ demonstrate discriminatory selection of electronically accessed information

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Social Studies 30-2

Key Issue: ***Should we embrace an ideology?***

Related Issue: ***Should identity be shaped by ideology?***

General Outcome 1

Students will assess the relationship between identity and ideology.

Specific Outcomes

▸ **Values and Attitudes**

Students will:

1.1 appreciate various perspectives regarding identity and ideology (PADM, ER, TCC)

1.2 appreciate various perspectives regarding the relationship between individualism and common good (PADM, C)

▸ **Knowledge and Understanding**

Students will:

1.3 explore factors that shape individual and collective identity (culture, language, environment, gender, ideology, religion, spirituality) (I, C)

1.4 explore components of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society) (I, C, PADM)

1.5 examine individualism as a key value of ideology (values of liberalism: individual rights and freedoms, self-interest, equality of opportunity, rule of law, private property) (PADM, ER, C)

1.6 examine common good as a key value of ideology (values of collectivism: collective responsibility, economic equality, adherence to collective norms, public property) (PADM, ER, C)

1.7 examine the dynamic relationship between individualism and common good (PADM)

1.8 evaluate the extent to which identity is shaped by ideology (I, PADM)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Social Studies 30-2

Key Issue: ***Should we embrace an ideology?***

Related Issue: ***Is resistance to liberalism justified?***

General Outcome 2

Students will understand the impacts of, and reactions to, liberalism.

Specific Outcomes

▸ Values and Attitudes

Students will:

2.1 appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC)

2.2 appreciate how ideologies contribute to conflict and cooperation (GC, PADM, TCC)

▸ Knowledge and Understanding

Students will:

2.3 explore the origins of collectivism (Aboriginal thought, Eastern thought) (PADM, ER, TCC)

2.4 explore the origins of liberalism (Adam Smith, John Stuart Mill) (PADM, ER, TCC)

2.5 examine the impacts of liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, liberal constitutions) (PADM, ER, TCC)

2.6 examine ideologies that developed in response to liberalism (welfare capitalism, socialism, Marxism) (PADM, ER, TCC)

2.7 examine the evolution of liberalism (labour standards and unions, universal suffrage, welfare state, protection of human rights, feminism) (PADM, ER, TCC)

2.8 analyze ideological systems that rejected liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC)

2.9 examine how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, disarmament, brinkmanship, liberation movements, détente, nonalignment) (TCC, PADM, ER)

2.10 examine perspectives on the imposition of liberalism on non-liberal societies (TCC, PADM, ER)

2.11 examine contemporary challenges to liberalism (neo-fascism, anarchism, fundamentalism, neo-conservatism, environmentalism) (PADM, ER, GC)

2.12 evaluate the extent to which resistance to the principles of liberalism is justified (PADM, ER, GC)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
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Social Studies 30-2

Key Issue: ***Should we embrace an ideology?***

Related Issue: ***Are the principles of liberalism viable?***

General Outcome 3

Students will assess the extent to which the principles of liberalism are viable in a contemporary world.

Specific Outcomes

▸ **Values and Attitudes**

Students will:

3.1 appreciate various perspectives regarding the viability of principles of liberalism (PADM, ER)

3.2 appreciate various perspectives regarding the promotion of individualism and liberalism within political and economic systems (PADM, ER, C)

▸ **Knowledge and Understanding**

Students will:

3.3 explore the extent to which governments should reflect the will of the people (dictatorship, representative democracy, direct democracy) (PADM, C)

3.4 explore the extent to which governments should encourage economic equality (self-reliance, subsidies, social programs, taxation) (ER, PADM, C)

3.5 examine the practices of political and economic systems that reflect the values of liberalism (consensus decision making, totalitarianism, authoritarianism, congressional democracy, parliamentary democracy, traditional economy, free market economy, command economy, mixed economy) (PADM, ER, C)

3.6 examine the practices of political and economic systems that reflect the values of collectivism (consensus decision making, totalitarianism, authoritarianism, congressional democracy, parliamentary democracy, traditional economy, free market economy, command economy, mixed economy) (PADM, ER, C)

3.7 analyze the extent to which the practices of governments promote individual and collective rights (Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; War Measures Act/Emergencies Act; USA PATRIOT Act) (PADM, C, CC)

3.8 analyze government policies and actions that may not reflect principles of liberalism (PADM, ER, C)

3.9 evaluate the extent to which liberalism is viable in the context of contemporary issues (environmental degradation, poverty, racism, AIDS crisis, invasion of privacy, security, terrorism, censorship) (C, PADM, ER, GC)

	C Citizenship			I Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Social Studies 30-2

Key Issue: ***Should we embrace an ideology?***

Related Issue: ***Should my actions as a citizen be shaped by an ideology?***

General Outcome 4

Students will understand their rights, roles and responsibilities as citizens.

Specific Outcomes

▸ Values and Attitudes

Students will:

4.1 appreciate various understandings of individual and collective citizenship (C, I, GC)

4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)

4.3 appreciate responsibilities associated with individual and collective citizenship (C, GC)

▸ Knowledge and Understanding

Students will:

4.4 explore various understandings of individual and collective citizenship (C, I)

4.5 explore how various factors shape individual and collective citizenship (culture, language, media, religion, spirituality) (C, I, GC)

4.6 examine how ideologies shape individual and collective citizenship (C, PADM)

4.7 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation, disengagement) (C, PADM, ER)

4.8 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (genocide, civil rights movements, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)

4.9 examine how ideology shapes responses to contemporary issues (GC, PADM, ER)

4.10 explore opportunities to demonstrate personal leadership as an element of active and responsible citizenship (C, GC)

4.11 develop strategies to address local, national and global issues by demonstrating individual and collective leadership (C, GC)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land, Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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